

Textbook Alignment to the Utah Core –Orchestra 2

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Orchestra 2 Core Curriculum

Title: _____ **ISBN#:** _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Perform): Students will use body, voice, and instruments as means of musical expression.

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective A: Produce a beautiful tone.

•	Play with a straight bow stroke.		
•	Demonstrate knowledge of contact point of bow to string.		
•	Produce an acceptable tone over a limited range of the instrument using proper hand (left and right) position.		
•	Demonstrate the effect of bow speed and bow weight on tone.		
•	Demonstrate good posture, instrument position, and bow hold while performing and identify the same in others.		
•	Explain (teach) the principles of proper position to other students.		
•	Demonstrate a beginning vibrato motion.		
Objective B: Demonstrate technical performance skills.			
•	Demonstrate bowing techniques appropriate to the style of music to be learned.		
•	Demonstrate the following bowing techniques: detache, staccato, slurs, marcato.		
•	Slur at least eight notes per bow.		
•	Accurately play a passage with varied groupings of slurs and detache bowings.		
•	Demonstrate scale and finger pattern skills.		
•	Play the following scales: violin—2 octave A, D, G, C, B-flat, E-flat, 1 octave F; viola and cello—2 octave A, D, G, C, F, E-flat, 1 octave B-flat; bass—1 octave A, D G, C, F, B-flat, E-flat.		
•	Play the following positions: violin and viola —1 st through 3 rd positions; cello— 1 st through 4 th positions; bass— 1/2 through 4 th positions (or have command of the fingering necessary to play up to and including E on the G string).		
•	List, define and play the dynamics ranging from <i>pp</i> to <i>ff</i> .		
•	Demonstrate bow usage needed to produce <i>p</i> and <i>f</i> dynamics.		
•	Perform with correct intonation.		
•	Individually play scales and passages in tune.		
•	Identify incorrect intonation and make necessary adjustments.		
Objective C: Demonstrate notational literacy.			
•	Perform unfamiliar exercises and pieces observing all appropriate signs,		

	symbols, and terms both individually and with various ensembles.			
•	Correctly explain standard notation symbols in instrumental music.			
•	Do all of the above progressing from simple unison exercises to pieces that require independence from one part to another.			
Objective D: Demonstrate productive rehearsal habits.				
•	Show respect for the rehearsal.			
•	Demonstrate knowledge, use, and care of instrument.			
•	Contribute positively to the risk-taking rehearsal environment.			
•	Assist in the organization and care of music department supplies, facilities, and equipment.			
Objective E: Perform varied repertoire.				
•	Acceptably perform in public and/or for adjudication pieces in the style indicated.			
•	Demonstrate ability to follow the conductor.			
•	Identify the key signature, meter, tempo, and dynamics of music being studied.			
•	Perform musical symbols, terms, and signs as found in intermediate method books.			
•	Successfully perform individual parts.			
•	Successfully prepare and perform accompanied solos and small ensemble pieces.			
•	Display commendable performance etiquette.			
STANDARD II: (Create): Students will improvise and compose music.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Improvise rhythmic and melodic ideas and phrases.				
•	Improvise “answers” in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.			
•	Answer (vocally, then with instruments) phrases provided by the teacher.			

•	Participate in group improvisation using the tones of the pentatonic or major scales.			
•	Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.			
Objective B: Record musical thoughts in standard notation.				
•	Correctly use all appropriate terms and symbols in notating simple compositions and arrangements.			
•	Finish notating partially written phrases.			
•	Write variations of a given phrase.			
•	Write a consequent phrase for a given antecedent phrase.			
•	Complete a given partial melody so that it ends in different ways.			
Objective C: Write original melodies and short compositions.				
•	Finish notating partially written phrases.			
•	Write variations of a given phrase.			
•	Write a consequent phrase for a given antecedent phrase.			
STANDARD III: (Listen/Analyze/Evaluate): Students will expand music listening skills and use music vocabulary to analyze and evaluate music.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Analyze and evaluate musical examples				
•	Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.			
•	Analyze what the music is communicating and how.			
•	Make value judgments on music based on the effectiveness of the musical events and expressive effects.			

Objective B: Evaluate ensemble performances.				
•	List important criteria for determining the quality of a music performance.			
•	Using this list, identify, analyze, and evaluate strengths and weaknesses in performance and prepare suggestions for improvement.			
•	Demonstrate proper behavior while at a concert.			
•	Compare/contrast live musical performances with recordings.			
Objective C: Document personal growth as a musician.				
•	Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.			
•	Organize and maintain records of completed work; e.g., recordings, journal writings, self/peer/teacher/adjudicator assessments.			
•	Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.			
•	Explain how the quality of own performance affects the performance of the whole group.			
STANDARD IV: (Discover Meaning): Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Examine how music relates to personal development and enjoyment of life.				
•	Evaluate how the study of music expands the ability to communicate with and understand others.			
•	Tell how music can be a joyful part of daily activities.			
•	Describe how making music together helps develop skills and success in working with others.			
•	Describe how self and/or class have used music to be of service to			

	someone.			
•	Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.			
Objective B: Experience how music connects us to history, culture, heritage, and community.				
•	Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.			
•	Perform and enjoy music related to various cultures, times, and places.			
•	Explain what the music experienced above means personally.			